DOCUMENT RESUME

ED 108 649 52 IR 002 173

AUTHOR Harris, Barbara
TITLE Expanding Services to Young Disadvantaged Adults. Public Library Training Institutes Library Service Guide No. 31.
INSTITUTION Morehead State Univ., Ky. Appalachian Adult Education Center.
SPONS AGENCY Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE Dec 74
GRANT OEG-0-73-5341
NOTE 33p.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Bibliographies; Costs; *Disadvantaged Youth; Guides; High Interest Low Vocabulary Books; Library Collections; *Library Programs; *Library Services; Outreach Programs; Public Libraries; *Young Adults; Youth Programs

ABSTRACT

After descriptions of some problems encountered by disadvantaged youths and some general services libraries can provide, specific guidelines for library services to young disadvantaged adults are given. These include services both inside and outside the library: the selection of staff to work with the young adults, cooperation between the library and other agencies, planning special programs, making contact with and encouraging participation of the young people, developing a collection for them, and analyzing costs. A list of source materials is included, along with lists of publishers, magazines, and non-print media sources and some examples of popular titles. There are examples of several library programs for young adults and a list of suggested readings. (LS)

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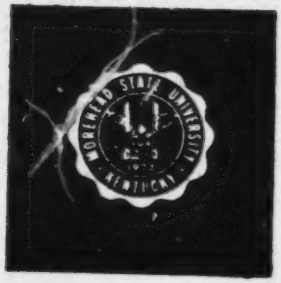

LIBRARY SERVICE GUIDE

Appalachian Adult Education Center

PUBLIC LIBRARY SERVICES

TO YOUNG DISADVANTAGED AD

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APPALACHIAN ADULT EDUCATION CENTER

Public Library Training Institutes
Library Service Guide No. 31

EXPANDING SERVICES TO YOUNG DISADVANTAGED ADULTS

by

Barbara Harris

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky
December, 1974

Preface

This guide is one of a series on library services to disadvantaged adults. The purpose of the series is to explore alternative ways public libraries can expand services to this special group.

Each guide attempts to recognize the differences among public library budgets, staff size and training, and the differences among the communities libraries serve. Each guide deals with a particular service and, where possible, suggests several alternative ways the library can provide that service to disadvantaged adults. The library, then, can and should further adapt the suggestions to fit the resources and needs of its local community.

The guides combine (1) a thorough search of the library literature; (2) the knowledge of professional librarians, who wrote many of the guides and evaluated the entire series; and (3) the experience of the Appalachian Adult Education Center (AAEC) in designing interagency educational programs for disadvantaged adults.

The AAEC has worked with state, regional, and local public libraries in seven states in projects funded by the Bureau of Libraries and Learning Resources of the U.S. Office of Education. In one project, four urban and three rural centers demonstrated ways public libraries and adult basic education programs could improve their services to disadvantaged adults by coordinating efforts in reader guidance, recruitment, library orientation, community referral, and in the selection, use, and delivery of materials. The AAEC also conducted institutes in local public libraries in seven states in designing and implementing library services for disadvantaged adults.

Work on those and other projects led to three conclusions, upon which the guides are based: (1) that undereducated adults need information and services to help solve problems; (2) that the public library can meet those needs through adjustments in procedures and interagency cooperation; and (3) that the materials and services required for disadvantaged adults are useful and useable to all adults.

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DEFINITIONS OF TERMS

Adult basic education—instruction
academic and coping skills to the level
high school equivalency, for persons
years old or older and out of school.

Coping skills—the abilities to
recognize an everyday problem as
information need; (2) locate informati
about the problem; (3) process t
information; and (4) apply t
information to help solve the proble

Easy to read materials—print materi
written in short sentences using sho
words. They may be colorful, conta
illustrations or photographs, or use lar
print.

Nonprint—audiovisual material such
films, filmstrips, cassette tapes, picture
and phonograph records.

Outreach services—programs and servic
outside the walls of the central librar
in a variety of neighborhood location
geared to those who would or could n
use the central library.

Referral services—services which view th
library as part of a community agenc
team referring requests for assistance an
information to the appropriate agency

Young disadvantaged adult—a person aged 16 to early twenties, who is out of school, who reads below the tenth grade reading level, or whose family income is below the poverty index.

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INTRODUCTION:

WHY SERVE DISADVANTAGED YOUNG ADULTS?

Problems of Disadvantaged Young Adults

Young disadvantaged adults must cope with a number of problems. They are out of school and often unemployed. They have not had the educational and economic benefits open to others their age. And they are involved in the difficult transition to adulthood. They no longer see themselves as children, but other people do not accept them as adults. In many towns and cities, they find few places or activities geared to their interests and needs. As a result they become bored, frustrated, and the subject of community concern.

Most young disadvantaged adults are not library users. They are alienated from books and reading, and from the institution of the library itself. They have limited sources of accurate information on how to cope with their personal and practical problems. Their parents may have neither the time to help them nor access to the facts they need, and their peers are often unreliable sources of information.

What the Library Can Do

The public library has information and resources to help disadvantaged youth. It can provide information on their practical problems of everyday living, job-hunting, training opportunities, military options, how to pass the high school equivalency exam. Like all young adults, disadvantaged youth are

concerned with personal and physical development and value decisions. They want straight facts on love and sex, venereal disease, and drugs. They also share with all youth interests in short lived trends and fads, and they enjoy recreational reading on subjects like rock music, sports, handicrafts, "problem" fiction, and biography.

Disadvantaged youth are more likely to look at paperbacks, pamphlets, and magazines than hardbound books. They enjoy the immediacy of nonprint communication like records and films. They are interested in programs featuring speakers on popular topics, in music programs, and in discussions with their peers.

The concerns and interests of disadvantaged youth differ from those of adults and children. They have their own culture, fads, and trends, and their own unique problems. Since they cannot afford to buy books, it is crucial that they have access to free, factual, reliable information on which to base their decisions. The library can also provide recreational reading and nonprint materials, and a program of activities designed to stimulate self-learning.

Here are four important points to remember in designing programs for young disadvantaged adults:

1. *While they share the practical problems of adults, they are also very concerned with their individual personal development, with relationships with peers and families, with the search for identity as an adult, and personal code of values.*

2. *Many young disadvantaged adults will not be reached by—or will not respond to—traditional library services. Outreach services are essential.*

3. *They are interested in both print and nonprint materials. To the young person who is out of school and has difficulty reading, films, tapes and records are appealing sources of information and pleasure. These materials can supplement a collection of easy to read paperbacks, magazines, and pamphlets.*

4. *The librarian should try to work with other community agencies in serving the needs of disadvantaged youth. This will avoid duplication of effort, and can result instead in the pooling of resources.*

This guide is divided into the following major sections: (1) planning library services for disadvantaged young adults; (2) finding out about youth in the community; (3) developing a collection; (4) how much does it cost? (5) what other libraries have done; and (6) suggested readings.

PLANNING SERVICES FOR DISADVANTAGED YOUNG ADULTS

Expanding library services for your disadvantaged adults involve preparation in several areas: deciding where to offer services, choosing a staff member to carry out the service, examining staff attitudes toward disadvantaged youth, working with community agencies, and planning special programs.

Services in the Library

Materials for young disadvantaged adults should be kept with the young adult collection for easy access. If the library does not already have a separate collection for young adults, perhaps it could set aside a separate place for the young adults. Disadvantaged young adults need to feel at ease in the library and are more likely to use the collection if they have a "place of their own," a section which is attractive, decorated with posters and mobiles, and supervised by a librarian they trust and with whom they can talk.

. . . . and Out

Library services should also move outside the library building, with bookmobiles carrying special collections for young people, programs co-sponsored with other community agencies, library-sponsored field trips and deposit collections where young people congregate.

The Staff Member for the Job

Ideally, a public library planning to expand its services to young adults should have a full-time staff member in charge of the program. Many libraries cannot afford this, however, or may not have a separate young adult department. If a full-time young adult librarian is out of the question, responsibility for services to young disadvantaged adults should be assumed by one of the librarians in the adult department. Since youth share many of the practical problems and needs of adults, the adult librarian—rather than the children's librarian—is better suited for the position.

The staff member who works with disadvantaged youth should

- be able to commit at least half his or her working time to the position
- have an understanding of young adults and their problems
- like young people and not be afraid of them
- be able to respect young people, to treat them like adults
- be able to establish rapport with youth, to overcome their suspicions of the library as an institution
- be interested in non-traditional forms of library service, outreach programs outside the library building

Staff Attitudes

Before attempting to expand the library's services, all the staff members should agree on the importance of the program and on why they are doing it. Being certain that you really want to expand services is particularly important in work with disadvantaged youth, who are often viewed as an "undesirable" part of society because of their sometimes nonconformist behavior. Will the staff's desire to serve a group neglected by society be changed when "legitimate" library users are bothered by groups of noisy young people? If the library wishes to be a communication center, and to serve different segments of the community, it must be ready to accept their lifestyles and behavior. The attitudes of everyone on the staff must be considered when making a commitment in budget and philosophy.

Working with Community Agencies

The library should never compete with other agencies in planning programs or in attempting to provide services which are better done by other institutions. By cooperating with other community agencies in planning services for disadvantaged youth has several advantages:

(1) it puts the library in a better position to find and contact young people:

(2) it can avoid duplication of services:

(3) it allows for co-sponsoring programs and sharing facilities:

(4) it allows for referral services. The librarian can compile and use a list of community resources to refer young people with problems to the social, welfare, or health agency that can help.

Disadvantaged youth who are sixteen or older and out of school are eligible for adult basic education. The local adult basic education program and the public library program for young disadvantaged adults can work together in identifying disadvantaged youth who need ABE and library services, in selecting materials, and in making referrals.

Planning Special Programs

Special programs can expand services to young disadvantaged adults, and can reach non-users. If the library has decided, as many libraries have done, to expand its purpose from the promotion of reading to the promotion of the library as a communication center, it can offer a variety of programs for young disadvantaged adults. Programs can focus on themes like drugs, self-defense, legal rights, black and other ethnic histor folk music, and attitudes toward se Programs can provide a forum for you people to exchange information a ideas.

Special programs can include pa discussions, guest speakers, exhibi music festivals, films, plays, and sm group encounters. Experts, leaders in t community, community agencies, a young people can all be resources program planning.

These guides can also help in planni programs:

Guidelines for Outreach Programm for Young Adults
Detailed guide on how to plan, devel and evaluate programs. Available fro

Bruce Daniels
Chairman, Outreach Programs for Yo Adults
Wadsworth Avenue Branch
Free Library of Philadelphia
Wadsworth at Michener Street
Philadelphia, PA 19150

Idea Source-Book for Young A Programs
Includes program ideas by sub category, and suggests related films books to tie in with each progr

Available for $2.00 from:

Young Adult Services Division
Boston Public Library
Box 286
Copley Square
Boston, MA 02116

Gambit
A step-by-step programming guide. Available for $1.00 from:

Maryland Library Association
115 West Franklin Street
Baltimore, MD 21201

FINDING OUT ABOUT YOUTH IN THE COMMUNITY

To develop effective library services, th librarian must first find out th characteristics of young disadvantage adults in the community. The kinds c questions to have in mind are: *Where d they congregate? Are they unemployed What do they see as their most pressi problems? Do they live in an urban c rural environment? Are they members c racial or ethnic minority groups?*

To get the information you can:

1. *Consult with community agenci and organizations:* welfare and soci agencies, the school department f data on dropouts, local employme agencies, housing authoritie anti-poverty organizations, a groups serving special ethnic segmen of the population.

2. *Explore the neighborhood.* Look at map and note the attraction especially those where you will fi young adults in groups. Vi recreation centers, pool halls, dr stores, drive-ins, shopping malls, a crisis centers. The kind neighborhood will influence the kin of materials that will interest t potential users. The 1970 Census also a good source of information.

3. *Talk to the young people themselves.* Informal conversations, in and out of the library, will reveal their needs and interests, and will give an idea of the image they have of the library.

When you contact these sources, the *AAEC Coping Skills Categories* can serve as a checklist for priorities in information needs.

Involving the Youth

It is important for disadvantaged youth to participate in planning and carrying out a program designed for them. A group of young people (sometimes called a Youth Advisory Board, or Young Adult Council) can be the librarian's best source of ideas for better library services. Informal contacts with young people can also get input from youth. This source of information does three important things: it helps the librarian keep up to date on the constantly changing needs and interests of the young people; helps publicize the library's programs; and helps the librarian evaluate programs to see if they really are successful.

DEVELOPING A COLLECTION FOR YOUNG DISADVANTAGED ADULTS

This section is divided into three par (1) a book selection policy; (2) guid for selecting materials; and (3) exampl of books for young disadvantaged adul

A Book Selection Policy

Some of the subjects your disadvantaged adults are interested in a controversial. This is one reason f having a book selection policy. Th policy is a written statement of:

1. Your objectives—why you a building a collection
2. Responsibility for selection materials
3. Criteria for selection—what you a looking for in materials
4. Procedures for selection
5. What to do if there is a complaint

A written policy will help you defi what you are doing and why, and will b a guide when you are deciding wheth or not to add new materials to th collection. Sample policies are availabl from the **American Library Associatio 50 East Huron Street, Chicago, Illino 60611.**

Guides for Selecting Materials

A number of guides are available to hel the librarian identify books an materials for disadvantaged youth. Ho

much is ordered will depend on the budget. Paperbacks should get first priority, because they are both inexpensive and very popular with young people. Some titles that are already in the adult collection can be reshelved with the young disadvantaged adult collection.

When ordering titles, the librarian should keep in mind the needs and interests expressed in the community survey. Ordering should follow the priorities of the survey, based on the *AAEC Life Coping Skills Categories.*

These books list easy-to-read titles:

Lists of Titles

Hooked on Books: Program and Proof. Daniel N. Fader. New York: Berkeley Medallion, 1968. (paperback)

Good Reading for Poor Readers. George D. Spache. Champaign, Illinois: Garrard. 1972.

Gateways to Readable Books. An annotated graded list of books in many fields for adolescents who find reading difficult. Ruth Strang. New York: Wilson. 1966.

Sources of Good Books for Poor Readers. George D. Spache. Delaware: International Reading Association, 1969, is available for 75 cents from:

International Reading Association
Six Tyre Avenue
Newark, DE 19711

Booklists compiled by young adu librarians are:

Easy-to-Read Books for the Teenager. selected list.
Office of Young Adult Services
The New York Public Library
8 East 40th Street
New York, NY 10016

High Interest–Low Reading Level Boo
Office of Young Adult Services
Enoch Pratt Free Library
400 Cathedral Street
Baltimore, MD 21201

These sources publish easy-to-read titl

Publishers

The Now Age Illustrated Series
Academic Paperbacks
111 Fifth Avenue
New York, NY 10003

Kaleidoscope Readers
Field Educational Publications
2400 Hanover Street
Palo Alto, CA 94304

Action Units, Scope Play Series
Reluctant Reader Libraries
Scholastic Book Services
50 West 44th Street
New York, NY 10036

Easy Reading Books
Scott, Foresman & Company
1900 East Lake Avenue
Glenview, IL 60025

Open Door Series
Children's Press
1224 West Van Buren Street
Chicago, IL 60607

Signal Books
Doubleday
277 Park Avenue
New York, NY 10017

Magazines

These magazines have useful reviews of new books for young adults:

School Library Journal
Hornbook
Booklist
Wilson Library Bulletin
Top of the News

If you can afford magazines and newspapers of interest to disadvantaged youth, ask them what they like to read, and check these two lists for titles:

Gateways to Readable Books p. 172

Good Books for Poor Readers p. 134

Nonprint

Films, filmstrips, records and cassettes are excellent materials for work with disadvantaged youth if you can afford the cost of equipment and upkeep and if you can get repair service easily and quickly. These sources review nonprint materials:

Library Journal/School Library Journal Previews

Media and Methods

I Read, You Read, We Read . . .
American Library Association. Chicago 1971.

The section on grades 7-9 lists and summarizes:

- recommended recordings
- motion pictures
- fiction and informational books written at that grade level
- names and addresses of motion picture and record distributors

Examples of Books for Young Disadvantaged Adults

The following examples of books for a collection for disadvantaged youth are arranged by *AAEC Life Coping Skills Categories.* "P" after the title indicates it is available in paperback.

Community

Fiction

Angelita Nobody. **Laurence Swinburne, McGraw, 1968.**
A young girl who is half Italian, half black, and lonely.

Don't Look at Me That Way. **Caroline Crane, Random, 1970.**
A Puerto Rican girl's attempts to escape from her life of poverty.

Durango Street. **Frank Bonham, Dutton, 1965. (P)**
Rufus is pressured to join a gang, even though he is on parole.

The Outsiders. **Susan Hinton, Viking, 1967. (P)**
The gang world of the "greasers" in an Oklahoma town.

Nonfiction

On City Streets. **Nancy Larrick, ed., Lippincott, 1968. (P)**
Poetry and photographs of the city.

Educatio

Nonfiction

How to Prepare for the High School Equivalency Examination. **Murray Rockowitz, Barron, 1973. (P)**

Preliminary Practice for the High Sch Equivalency Diploma Test. **David Turner, Arco, 1973. (P)**

Family

Fiction

The Rock and the Willow. **Mildred L Lothrop, 1963. (P)**
A poor teenage girl's life in r Alabama.

Stranger in the House. **Zoa Sherbu Morrow, 1963. (P)**
Kathleen's mother returns from a me institution.

Teacup Full of Roses. **Sharon Mathis, Viking, 1972. (P)**
Paul's drug addiction divides his fam

Free Time

Fiction

Overdrive. **Leslie Waller, Halo, 1968.**
Johnny's obsession with racing cars.

The Race Driver. **W. E. Butterwo Scholastic, 1972. (P)**
A young stock car racer is a be mechanic than driver.

Trapped in Space. **Jack William Doubleday Signal, 1970.**
The crew of a star ship confront alien civilization.

Nonfiction

Inside Baseball. **Dell Bethel, Re 1969. (P)**
A how-to guide.

Hip Reader. **Cecelia Pollack and Patrick Lane, Book Lab, 1969. (P)**
For young adults just starting to read.

Rock from the Beginning. **Nik Cohn, Dell, 1970. (P)**
The history of rock music.

Toughen Up. **Frank Giles, Putnam, 1963.**
A well-illustrated physical fitness guide.

Health
Fiction

The House That Half-Jack Built. **Eloise Engel, Scholastic, 1971. (P)**
A group of young people run a half-way house for drug users.

Yesterday's Child. **Ann Victor, Lippincott, 1970.**
A 16-year-old after the birth of her baby.

Nonfiction

The Addicts. **Anita Feagles, Cowles, 1971.**
Observed at a drug treatment center.

Mind Drugs. **Margaret Hyde. McGraw-Hill, 1968. (P)**
Objective articles about mind-altering drugs written by experts.

Single and Pregnant. **Ruth Pierce, Beacon, 1970. (P)**
The options open in this situation.

VD: Facts You Should Know. **An Blanzaco. Lothrop, 1970.**
Short, easy-to-read text in question answer format.

Jobs
Nonfiction

Get That Job. **M.C. Cobb, Cowles, 19 (P)**
A helpful guide for the job-seeker.

On the Job Training and Where to It. **R. Liston, Messner, 1973.**

Occupational Outlook Handbo **Annual. U. S. Department of Labor, S. Government Printing Office. (P)**

You're on the Air. **Daddy-O Day Children's Press Open Door Series, 19**
The success of a black disc jockey Chicago.

Transportation
Fiction

Roar of Engines. **John Clar Doubleday Signal, 1970.**
A close-up look at drag racing.

Where Speed is King; Stories of Rac Adventure. **Phyliss Fenner, Morr 1972.**

Nonfiction

Automobiles; How They Work. **Cha Yerkow, Putnam, 1966.**
In simple terms.

Motorcycles; How They Work. **Cha Yerkow, Putnam, 1971.**

	What Car is That? **Henry Lent. Dutton, 1969.** How to identify sixty cars.		
Understanding Self and Others **Fiction**	*The Contender.* **Robert Lipsyte, Harper, 1967. (P)** A dropout finds a new world at a Harlem boxing center.		
	His Own Where. **June Jordan, Crowell, 1971. (P)** Buddy survives, despite several serious personal problems.		
	Phoebe. **Patricia Dizenzo, McGraw, 1970. (P)** A scared and pregnant teenage girl.		
Nonfiction	*The Me Nobody Knows.* **Stephen Joseph, ed., Avon, 1968. (P)** Young people write about their lives in the ghetto.		
	Sex: Telling It Straight. **Eric Johnson, Lippincott, 1970. (P)** Clear, simple, factual approach.		

HOW MUCH DOES IT COST?

The costs of expanding services disadvantaged young adults will va depending on the degree of expansi the library plans to do. Each of f factors that determine costs—staff tir print materials, nonprint materi programming, and publicity considered below, from the le expensive alternative to the m expensive in each case.

1. Staff time

   a. *Part-time supervision of a ba collection, in the library, by staff member already in ad services.* This allows for v limited or no programming a publicity. Cost: salary for st time to organize, maintain, a promote the collection.

   b. *Full-time staff member, to be charge of programming, outrea publicity, book selection, mak of booklists.* Cost: full-time sala

   c. *Full-time librarian and a part-ti or full-time clerk.* This gives librarian more time for servic rather than paperwork. Co salary.

2. Materials—print

   a. *Paperbacks, pamphlets, and free materials* to meet only the highest priority needs. Costs: materials and staff time for book selection, processing and maintenance of the collection.

   b. *Add magazines, newspapers, some hardback titles.* Increase the number of titles for recreational reading. Costs: same as for point a.

   c. *Increase access to titles in the collection by making up booklists.* Costs: staff time, printing costs.

3. Materials—nonprint

   a. *Invest in a small collection of records or cassette tapes, and an inexpensive player with headset.* Costs: staff time to select, process the materials; original cost of the equipment, and upkeep.

   b. *Expand the nonprint collection to include filmstrips, kits, photographs. Add more records/tapes.* Costs: selection, processing, upkeep, equipment, materials.

   c. *Film projector, and screen.* Films can be borrowed or rented. Costs: original equipment cost, upkeep, film rental fees, staff time to show films.

4. Programming

   a. In-library programs that require minimum staff time and equipment

      —providing a meeting place for community groups
      —sponsoring a guest speaker
      —providing space for art exhibits
      —inviting musicians to perform

   b. In-library programs requiring more staff time:

      —co-sponsoring programs with community agencies
      —book discussion groups
      —panel discussions

   c. Use audiovisuals to increase the appeal of programs

   d. Outreach programming

      —take a collection of paperbacks or give-away materials to a place where young people congregate (the least expensive outreach service)

- co-sponsor a program presented outside the library (transportation costs must be considered)
- provide a full range of services outside of the library, using a van or bookmobile

5. Publicity

   a. *Word-of-mouth promotion* by youth contacts. Free media promotion.

   b. *Hand-made posters* displayed in and out of the library. Costs: staff time and materials.

   c. *Printed flyers and posters.* Costs: staff time to design the publicity, printing costs.

   d. *Develop a mailing list.* Costs: staff time to design publicity or write notices, postage.

WHAT OTHER LIBRARIES HAVE DONE

Libraries that serve young disadvantaged adults do so as a part of a program aimed at all young adults, or as part of a program to serve the disadvantaged. Examples are:

The Free Library of Philadelphia, Pennsylvania

The library developed a demonstration reading program to reach and help the culturally disadvantaged. It provided materials to meet the various needs of young adults whose reading level is eighth grade or below and provided and encouraged the use of materials for non-readers who have the ability to read.

The Long Beach, California, Public Library

Among its outreach programs, Long Beach selected and delivered books and films to programs sponsored by the city recreation department. Continuing contact with teen post directors keeps the book racks supplied with books that appeal to young adults.

The Indianapolis-Marion County Public Library, Indianapolis, Indiana

The library cooperates with Flanner House, a neighborhood program, in a store front library. The juvenile

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detention center requested library aid in a weekly program for minor offenders or victims of parental neglect, aged six to eighteen. One part of the program is for dropouts.

Enoch Pratt Free Library, Baltimore, Maryland

The library's Young Adult Services program does not gear services specifically to the young *disadvantaged* adult, but it does have a very active program to encourage all youth to use the library. The collections include popular records, tape cassettes, commercial posters for circulation and current magazines. The library issues a variety of booklists, and *Chicory*, a publication in which inner city youth express themselves.

Boston Public Library, Boston, Massachusetts

Boston Public's Young Adult Services program and philosophy are similar to Pratt's, offering programs on subjects like how to deal with hassles, narcotics, "Being Black in Roxbury," Soul Sounds, and how to begin a job hunt. The library also issues a number of booklists, and "In Books in Boston," a booklist prepared by young people.

The New York Public Library, New York, New York

Accounts of the North Manhattan and South Bronx L.S.C.A. Projects are good sources of ideas for services designed to meet the needs of the disadvantaged, including youth. Programs have included teen-age relationships, getting the facts about V.D., videotape workshops, and a Black poetry festival co-sponsored with several community organizations. Young Adult Services also issues special interest booklists, and the annual *Books for the Teen-age*.

Prince George's County Memorial Library, Hyattsville, Maryland

This library, with a full-time coordinator of young adult services, has set up outreach for young adults in a model cities area.

SUGGESTED READINGS

The following are only some of a number of useful magazine articles and books on library services for young disadvantaged adults.

Reports on two experiments in nontraditional library services:

Minudri, Regina. "What's a YAP?" (The Federal Young Adult Library Service Project) *Top of the News*, 26:62-8 November, 1969.

Moon, Eric. "High John." (University o Maryland Library Project) *Librar Journal*, 93:147-155, January 15, 1968

Additional articles:

Forsman, Carolyn. "Crisis Informatio Services to Youth." *Library Journa* 97:1127-34, March 15, 1972.

Manthorne, Jane. "Provisions an Programs for Disadvantaged Youn People." *Library Trends*, 20:416-43 October, 1971.

McLaughlin, G. Harry. "Smc Grading—A New Readability Formula (How to grade a book) *Journal Reading*, XIII, 8:639-46, May, 1970.

Winnick, Pauline. "Service f Disadvantaged Young Adults."

Division of Librarianship, Emory University. *Public Library Service to the Disadvantaged*, Atlanta, Emory University, 1969. pp. 58-65.

The following books and booklists were written for use with young adults in general, but do include recommendations useful for work with disadvantaged youth.

Best Books for Young Adults. Annual list. American Library Association, Young Adult Services Division, 50 East Huron Street, Chicago, Illinois.

Books for the Teen-Age. Annual list. New York Public Library, Fifth Avenue and Forty-Second Street, New York, New York.

Carlsen, G. Robert. *Books and the Teen-age Reader*. New York: Bantam, 1971.

Edwards, Margaret. *The Fair Garden and the Swarm of Beasts: The Library and the Young Adult*. New York: Hawthorn, 1969.

LIBRARY SERVICE GUIDES

1. Materials Selection for Disadvantaged Adults
2. Assessing Community Information and Service Needs
3. Using Pamphlets with Disadvantaged Adults
4. Deposit Collections of Special Materials for Disadvantaged Adults
5. Utilizing Volunteers in Expanding Library Services to Disadvantaged Adults
6. Books By Mail Services: Moving the Library to Disadvantaged Adults
7. Evening and Weekend Library Services for Disadvantaged Adults
8. The Library as a Community Information and Referral Center
9. Planning the Expansion of Library Services to Disadvantaged Adults
10. Working with Library Trustees to Expand Library Services to Disadvantaged Adults
11. Reader Guidance Services for Disadvantaged Adults
12. The Recruitment of Disadvantaged Adults: Effective Publicity
13. Conducting Tours to the Library for Groups of Disadvantaged Adults
14. ABE—What Is It?
15. The Relationship of Disadvantagement to Library Services
16. In-service Training of Personnel to Serve Disadvantaged Adults
17. Adult Education in the Library: ABE, GED, CLEP, and the Open University
18. Book Talks: Encouraging Library Materials Usage by Disadvantaged Adults
19. Techniques for Teachers: Teaching the Application of Basic Skills to Everyday Life Problems
20. Displaying Materials for Disadvantaged Adults
21. Bookmobile Services: Moving the Library to Disadvantaged Adults
22. Expanding Library Services to the Elderly
23. Using Audiovisuals With Disadvantaged Adults
24. Expanding Library Services to the Institutionalized
25. Interagency Cooperation: The Public Library and Agencies that Serve Disadvantaged Adults
26. Adjusting School Libraries for Use by Disadvantaged Adults
27. Speakers Bureaus for Disadvantaged Adults
28. Maintaining Separate Collections of Library Materials for Disadvantaged Adults
29. Client Participation in Expanding Library Services to Disadvantaged Adults
30. The Role of the College Library in the Education of Disadvantaged Adults
31. Public Library Services to Young Disadvantaged Adults
32. Working with Elected Officials to Expand Library Services to Disadvantaged Adults

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The work presented in this document was performed pursuant to a grant from the Department of Health, Education, and Welfare, Office of Education, Bureau of Libraries and Learning Resources [OEG-0-73-5341]. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, but are the sole responsibility of the Appalachian Adult Education Center.